



Saluda Trail Middle

2300 Saluda Road
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	914 Students	
Principal	Brenda Campbell	803-981-1800
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

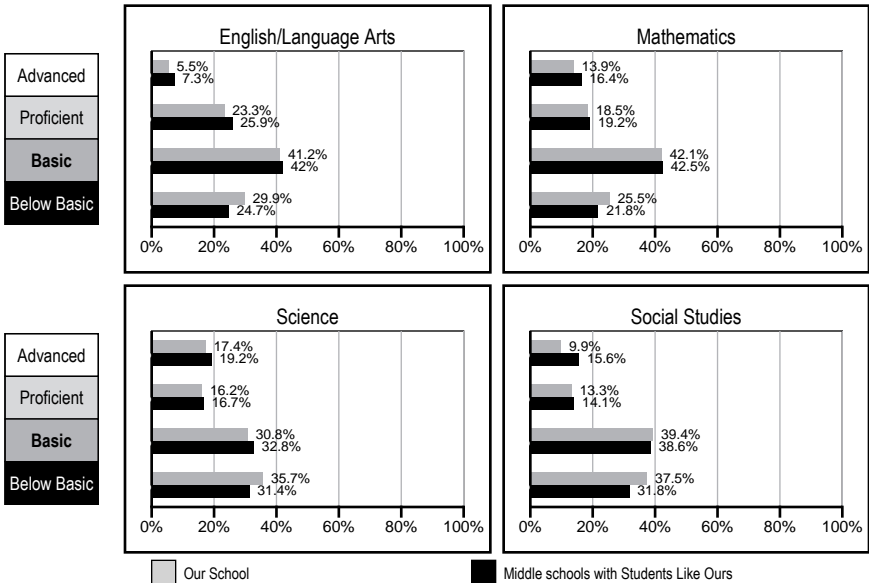
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	25	16	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.8	98.4
English 1	98.7	97.2
Physical Science	0	65.5
All Subjects	98.8	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=914)				
Students enrolled in high school credit courses (grades 7 & 8)	18.6%	Up from 17.8%	27.7%	19.4%
Retention rate	1.7%	Down from 2.1%	1.6%	1.8%
Attendance rate	96.0%	Down from 96.5%	95.8%	95.8%
Eligible for gifted and talented	10.7%	Up from 10.6%	19.3%	15.3%
With disabilities other than speech	16.7%	No Change	13.1%	12.9%
Older than usual for grade	2.2%	Up from 1.5%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.8%	Up from 4.2%	0.8%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	50.8%	Up from 45.8%	57.6%	55.0%
Continuing contract teachers	60.3%	Down from 66.1%	75.0%	70.6%
Teachers with emergency or provisional certificates	5.8%	Down from 8.3%	5.0%	5.4%
Teachers returning from previous year	86.0%	Down from 89.1%	86.8%	83.4%
Teacher attendance rate	95.5%	Down from 95.7%	95.1%	94.9%
Average teacher salary	\$44,893	Up 4.9%	\$45,357	\$44,706
Professional development days/teacher	11.0 days	Down from 16.8 days	13.2 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.7 to 1	22.5 to 1	20.1 to 1
Prime instructional time	89.8%	Down from 90.7%	89.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	98.9%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,544	Up 10.4%	\$6,576	\$7,097
Percent of expenditures for instruction*	63.2%	Down from 69.6%	64.3%	64.4%
Percent of expenditures for teacher salaries*	60.2%	Down from 66.1%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Saluda Trail Middle School worked along with our School Improvement Council as we continue our focus on curriculum and high student expectations. We are proud that this year we became authorized as an International Baccalaureate School offering the Middle Years Programme (MYP). Our SIC took an active part in this program and is still involved as we get the word out to our parents and community. We have a district-wide vision of providing quality, engaging work for students. The vehicle for this is Working on the Work (WOW) and our school continued to make this our direction as well. These two programs are integrated into our professional development, character education, classroom instruction, and observations. The strategies of both these programs have been integrated into lesson plans and curriculum maps and are expected during observations and evaluations. Much of our professional development time this year was spent curriculum mapping in every course at every level.

Saluda Trail still maintains numerous self-esteem and character building opportunities for students. Successful mentoring programs such as M.A.L.E. Call, Ladies Involved in Nurturing Character and Self-Esteem (LINCS), and Bridge Builders are active. As a part of our MYP, we integrate ten character traits across our curriculum so that all students are exposed. The multitude of academic clubs and teams, as well as a great variety of sports opportunities, give students at Saluda Trail a chance to be competitive with other middle schools in the district and state.

Saluda Trail Middle School students, staff, and community actively participated in service learning and other charitable events this past year. We raised money for Pennies for Patients, St. Jude, Make a Wish, and our local food kitchen and coat closets. As a part of MYP, students are encouraged to volunteer individually for service learning to become well-rounded students.

Brenda Campbell, Principal
Christy Faulkenberry, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	80	56
Percent satisfied with learning environment	96.4%	81.0%	83.0%
Percent satisfied with social and physical environment	98.2%	92.5%	81.8%
Percent satisfied with school-home relations	83.9%	81.3%	74.1%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	900	99.3	31.1	41.6	23.1	4.2	37.6	51.1	48.2	No	Yes
Gender											
Male	464	98.7	39.5	40	18	2.6	30.4	44.3	41.7	N/A	N/A
Female	436	100	22.4	43.4	28.4	5.8	45.1	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	455	99.6	18.8	42.7	32.1	6.4	51.4	63.9	60	Yes	Yes
African American	414	99	45.1	41.1	12.5	1.3	21.2	31.8	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	19	100	36.8	36.8	15.8	10.5	36.8	40.9	38.4	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	152	97.4	80.6	16.5	2.2	0.7	4.3	17.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	385	99.2	45.2	39.1	13.3	2.3	22.3	33.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	900	99.3	26.9	44	16.7	12.3	42.3	51.1	45.8	Yes	Yes
Gender											
Male	464	98.7	30.1	39.5	16.8	13.6	41.8	50.3	45.6	N/A	N/A
Female	436	100	23.6	48.7	16.6	11.1	42.9	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	455	99.6	15.6	44.3	21.1	19	55.5	64.6	59	Yes	Yes
African American	414	99	40.6	43.2	12.2	4	27.6	30	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	19	100	26.3	52.6	10.5	10.5	26.3	42.7	38.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	152	97.4	78.4	18	1.4	2.2	6.5	19	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	385	99.2	39.7	43.5	9.9	7	29.3	35	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	607	99.2	35.7	30.8	16.2	17.4	33.6	37.8	35.7	96	96.6
Gender											
Male	312	98.4	38	28.2	13.6	20.2	33.8	38.2	37.4	95.7	96.5
Female	295	100	33.3	33.3	18.8	14.5	33.3	37.4	33.8	96.4	96.7
Racial/Ethnic Group											
White	311	99.4	21.4	31.4	20.4	26.8	47.2	51.3	49.2	96.3	96.6
African American	274	98.9	53.2	30.2	10.9	5.6	16.5	17	17	95.7	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	96	97.8
Hispanic	13	100	38.5	23.1	30.8	7.7	38.5	26.2	24.9	96.1	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	94.6	94.8
Disability Status											
Disabled	106	97.2	81.3	12.5	1	5.2	6.3	16.1	14	95.6	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	96.5	96.6
Socio-Economic Status											
Subsided meals	260	98.5	49.8	30.6	12.7	7	19.7	19.5	21.1	94.9	95.9

Social Studies

All Students	603	99.2	37.4	39.4	13.3	9.9	23.2	38.8	34	96	96.6
Gender											
Male	309	98.7	41.5	34.9	12	11.6	23.6	40.3	36.6	95.7	96.5
Female	294	99.7	33.2	43.9	14.6	8.2	22.9	37.3	31.3	96.4	96.7
Racial/Ethnic Group											
White	300	99.3	28.4	38.2	17.2	16.1	33.3	49.4	44.5	96.3	96.6
African American	283	98.9	47.3	40.8	9.2	2.7	11.9	22.6	19.1	95.7	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	96	97.8
Hispanic	12	100	33.3	41.7	16.7	8.3	25	30.9	27.5	96.1	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	94.6	94.8
Disability Status											
Disabled	97	95.9	70.5	25	2.3	2.3	4.5	18	14.4	95.6	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	96.5	96.6
Socio-Economic Status											
Subsided meals	261	98.5	47.7	37.4	8.1	6.8	14.9	24	21	94.9	95.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	299	99	27.1	45	24.3	3.6	27.9
	7	299	100	36.5	45.5	17.3	0.8	18
	8	264	99.2	28.1	46.3	21.5	4.1	25.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	303	99.7	30.4	40.3	20.5	8.8	29.3
	7	316	99.4	28.7	44.9	25.3	1	26.4
	8	281	98.9	34.5	39.4	23.5	2.7	26.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	299	99	20.4	38.2	30	11.4	41.4
	7	299	99.7	20	49.8	18.9	11.3	30.2
	8	264	99.6	31.8	46.3	17.4	4.5	21.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	303	99.7	29	34.3	17.3	19.4	36.7
	7	316	99.4	25.3	44.9	15.9	13.9	29.7
	8	281	98.9	26.5	53.4	17	3	20.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	151	97.4	44.2	29.7	16.7	9.4	26.1
	7	299	98	32.7	38.4	17.9	11	28.9
	8	132	99.2	31.4	48.3	11.9	8.5	20.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	100	46.5	18.3	11.3	23.9	35.2
	7	314	99	29.3	36.7	17.3	16.7	34
	8	142	98.6	38.3	30.8	18.8	12	30.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	148	99.3	26.8	44.9	14.5	13.8	28.3
	7	299	98.3	42.6	37.3	11.8	8.4	20.2
	8	132	98.5	18.2	54.5	19.8	7.4	27.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	100	29.1	41.1	15.6	14.2	29.8
	7	316	99.1	44.9	34.1	11.5	9.5	20.9
	8	136	98.5	29.1	49.6	15	6.3	21.3

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